KYAE Experienced Teacher's Institute

KENTUCKY ADULT EDUCATION
LEARNING FOR LIFE

Reading and Writing Instruction: Best Practices

Central Kentucky B (Region 3)

Syllabus

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Instructor Contacts	
Brandon Knight Bluegrass Community and Technical College 470 Cooper Drive, Lexington, KY 40506 Phone: 859-246-6385 E-mail: brandong.knight@kctcs.edu Brandon taught in adult education in Fayette Co. for six years before becoming a developmental studies instructor at Bluegrass Community and Technical College where he primarily teaches developmental reading. He is still in close contact with the Fayette Co. Adult Education program and serves as a volunteer literacy tutor and occasional trainer with Operation Read. This year, he will begin working as Reading Director at Bluegrass Community and Technical College in support of its "Read for LIFE" quality enhancement project aimed at improving and enhancing reading skills throughout the college curricula.	**Beth Healander** Bluegrass Community and Technical College 4308 Contessa Court Lexington, KY 40515 Phone: 859-806-3636 E-mail: beth.healander@kctcs.edu Beth taught full-time in adult education and literacy for three years and then worked for two years as a professional development coordinator for the Department of Adult Education and Literacy. For the last 10 years, she has been teaching developmental reading and writing at Bluegrass Community and Technical College. Since she has been teaching at Bluegrass Community and Technical College, she has continued to tutor in English as a Second Language.

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Overview

This workshop is one of four tracks within the Experienced Instructor Institute and is design for KYAE adult education full-time instructors and instructor's aides of reading and writing who teach adult learners in a classroom environment.

Prerequisites

This workshop is intended for KYAE adult education full-time instructors and instructor's aides who were hired before July 1, 2007. In order to participate in this workshop, you must have taken Orientation to Adult Education online course (student orientation/intake/goal setting and adult learning theory). Additionally, you will be more fully prepared to participate in the workshop if you have participated in TABE and OPT, Assessment to Instruction and Effective Instructional Strategies.

Workshop Description:

Participants will explore the latest research-based practices in reading. The workshop is designed as an introductory course providing an overview of reading/writing instructional strategies and foundational knowledge needed to deliver research-based reading and writing instruction to adult learners at all levels of learning.

Participants will be introduced to the various approaches to teaching reading to determine the most effective approach for instruction. They will receive modeling of and practice in instructional strategies for teaching phonemic awareness, decoding, word recognition, fluency, vocabulary and comprehension. Covering all aspects of the writing process, the workshop will provide instructors and instructor's aides with a toolbox of instructional strategies for writing skills development. Participants will practice scoring the OPT essay and receive strategies for developing the essay with students. They will explore various formal and informal assessment tools. Participants will receive practice and coaching in designing and delivering explicit instruction.

Learning Goals

Participants will:

1. Gain an understanding of the approaches to reading and the reading process
2. Identify characteristics of a good reader and a struggling reader
3. Understand various research-based instructional strategies for teaching the four components of reading
4. Gain an understanding of the writing process and strategies for instruction for each component of the writing process
5. Develop lesson plans that combine reading and writing strategies
6. Receive a toolbox of strategies and resources that can be applied to students of all grade levels

Performance Objectives

This workshop will enable instructors and instructor's aides to:

1. Describe the approaches to reading instruction and identify their personal approach
2. Define the reading, the reading process, what good readers do and effective reading instruction
3. Summarize the five components of reading—phonemic awareness, phonics (decoding, sight words), fluency, vocabulary and comprehension
4. Demonstrate reading skills and instructional strategies in reading instruction

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5. Describe the writing process
6. Demonstrate writing strategies in applying the writing process
7. Develop, apply and evaluate a classroom lesson plan for strategy instruction in teaching reading and writing

Workshop Design
   The workshop will combine face-to-face sessions, demonstrations of instructional strategies, distance learning, classroom application of learning and an opportunity to receive feedback from an instructional coach. The components of the workshop are listed below. Specific instructions related to each are found in the Institute Schedule section of the syllabus.

- Pre-work – the following will be made available on ANGEL two weeks prior to institute and must be completed no later than three days before the institute:
  - o Pre-Assessment of Prior Knowledge online survey—to determine participants' familiarity with the content of the workshop
  - o Online Assignment—to prepare participants for workshop participation
- First Face-to-Face Session – one and one-half days that include an overview of the workshop syllabus, timeline and expectations, instruction characteristics of a struggling reader and reading diagnostics
- Interim #1 – a four-week session that includes:
  - o Assignment—participants complete an assignment during which knowledge acquired in the First Face-to-Face Session will be implemented in the classroom
  - o Web-Conferencing—participants meet for one to two hours via Microsoft Live Meeting to ask questions that have arisen during the assignment
- Second Face-to-Face Session – one and one-half days covering informal interviewing, writing process, scoring the GED$_®$ essay and reading/writing
- Interim #2 – a 10-12 week session that includes:
  - o Classroom Project—an interim project during which knowledge acquired in the first two face-to-face sessions will be implemented in the classroom, resulting in formal lesson plans and a classroom instruction plan
  - o Coaching Visits/Teaching Observations—an opportunity to practice instructional strategies, receive constructive feedback and ask questions
- Culminating Event Session – a final one-day session including a showcase of classroom projects, participant sharing/discussion, additional resources and books and learning stations
- Post-training – includes a Post-Assessment of Knowledge Gained online survey to determine the effectiveness of the workshop overall and the knowledge gained as a result of participation

Provided Books and Materials
- Participant binder complete with handouts
- Books/Articles:
  Culham, R. (2006). *100 trait-specific comments: A quick guide for giving constructive feedback on student writing.* New York: Scholastic, Inc.
  Curtis, Mary E. & Kruidenier, John R. (2005). *Teaching adults to read: A summary of scientifically based research principles.* National Institute for Literacy.
  Hager, B., Garner, B., Smith, C., Bingman, M.B., Balliro, L., Mullins, L., Guidry, L. A., & McShane, S. (2005). *Understanding what reading is all about: Teaching*

materials and lessons for adult basic education learners. National Center for the Study of Adult Learning and Literacy.

Jacobson, Erik; Degener, Sophie; Purcell-Gates, Victoria. (2003)*. Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners.* National Center for the Study of Adult Learning and Literacy.

Lyon, George Ella. (1989). *Choices.* Lexington, KY: University Press of Kentucky.

McShane, Susan. (2005). *Applying research in reading instruction for adults: First steps for teachers.* Washington, DC: National Institute for Literacy.

ProLiteracy (1994). *Teaching adults: A literacy resource book.* Syracuse, NY: New Readers Press.

Purcell-Gates, V. "There's reading and then there's reading: Process models and instruction." *Focus on Basics*, Vol. 2, May 1997.

Rylant, Cynthia. (1982). *When I was Young in the Mountains.* New York: Dutton Children's Books.

- Workshop Supply Kit

Assignments

The workshop includes four assignments: a pre-assignment, two online assignments and a classroom-embedded project. Assignments are designed to assist participants in incorporating knowledge, strategies and tools learned in the workshop into their classroom instruction. All assignments must be completed in a satisfactory manner (see scoring rubric) and submitted prior to the published deadlines in order to receive credit for the workshop.

ANGEL Web site

ANGEL is KYAE's online course management system. Using ANGEL you will be able to access the pre-test and pre-work assignment that will need to be completed three days prior to the First Face-to-Face Session. Additionally, you can download the workshop syllabus, submit assignments, obtain course information, access resources and participate in discussion.

How to get to online courses in ANGEL:

After you have registered for this workshop, you will receive an e-mail on how to complete the online pre-work and pre-test in ANGEL. You will also get an e-mail from kyvc@kyvc.org indicating that an ANGEL account has been created for you giving you your username and password so you can begin taking your online courses.

When you are ready to take your course, please go to the following Web site: http://kyvae.ky.gov or http://www.kyvc.org.   You will see the login area in the middle of the page. If you are a new student, you will be prompted to change your password the first time you log into the system.   After you successfully login, your course(s) will show up on the left hand side of that page under "Courses". To get started, click the name of the course. You may also update your personal information by clicking "Update Personal Information" under the "My Information" area.

If for some reason, your courses do not show up under "Courses" after you have logged into the system, please contact Toni Quire at 502-573-5114, ext. 113, or e-mail her at toni.quire@ky.gov.

Please note: If you cannot remember your username and password of your ANGEL account, please contact Toni Quire at 502-573-5114, ext. 113, or e-mail her at toni.quire@ky.gov.

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Successful Completion of PD Requirements

In order to fulfill professional development requirements, participants must attend all required workshop days, including face-to-face workshops, Web-conferences and conference calls, as well as, successfully complete all projects and tasks. A scoring rubric will be used to assess all projects and tasks. Projects will be evaluated by the facilitator.

Facilitators will work with participants when extenuating circumstances, such as a serious illness or a death in the family, occur that prevent a participant from attending a required component of a workshop or training.

Expectations

Assignments: In order to maximize the content of the institute, participants are expected to also complete all additional components—pre-work, interim work, classroom-embedded project and coaching—prior to the assigned deadline.

Attendance: Attendance is expected at all face-to-face sessions and the Web-conferencing events. If a serious situation, such as a serious illness or a death in the family, prevents attendance at any session, participants are asked to notify Carrie Davis at 859-323-2824 in advance of the scheduled session.

Feedback form: Following each face-to-face session and each Web-conferencing event, participants will complete an online survey to give feedback on the session. Participants are expected to complete the form in an open and honest manner within one week of completing the session.

Participation: Participants are expected to participate in lectures, discussions and activities in a manner that respects the beliefs, attitudes and feelings of fellow participants, facilitators and instructors and instructor's aides.

Policies

Cohorts: Participants join a cohort when they sign up for an institute in PDtrack at https://pdtrack.kyvae.org. Cohort participants will remain as a group throughout the length of the institute. Participants may not change cohorts once the institute has begun.

Inclement Weather Policy: Face-to-face sessions will be cancelled due to inclement weather only when the local county (county in which the session is to be held) school board closes schools. Please check area news channels for school closings. Should you have an immediate concern on the day of the session, please contact Dawn Hanzel via cell phone at 859-230-5703.

KYAE Professional Development: For updated information regarding KYAE professional development policy and information, visit http://www.kyae.ky.gov/educators/pd.htm.

INSTITUTE SCHEDULE

Pre-work (Posted by January 14, 2010)
 	
Location: Online (ANGEL)
 	
Tasks to complete:
• Log onto ANGEL
• Set up introduction
• Print off and review syllabus and checklist
• Complete pretest
• Complete assignment #1:
   o Read article, "There is Reading and then there is Reading: Process models and instruction", by V. Purcell-Gates and answer attached questions
   o Submit answers
   o Print off and bring to First Face-to-Face Session
• Complete assignment #2:
   o Complete Reading/Writing Survey and answer questions
   o Submit answers
   o Print off answers and bring to First Face-to-Face Session
	Due by
	February 8, 2010
	_at 11:59 p.m._

First Face-to-Face Session **Location:** • Georgetown Bengal Conference Center • Networking luncheon at 11:00 a.m., Thursday **Learning:** • Reading and writing overview • Review assignments • Reading strategies • Reading assessment **Resources to be given:** • Participant Binder • Workshop Supply Kit • Hager, B., Garner, B., Smith, C., Bingman, M.B., Balliro, L., Mullins, L., Guidry, L. A., & McShane, S. (2005). _Understanding what reading is all about: Teaching materials and lessons for adult basic education learners._ National Center for the Study of Adult Learning and Literacy. • ProLiteracy (1994). _Teaching adults: A literacy resource book._ Syracuse, NY: New Readers Press. • Purcell-Gates, V. "There's reading and then there's reading: Process models and instruction." _Focus on Basics_, Vol. 2, May 1997.	**_February 11, 2010_** **_12:00 p.m. -_** **_4:00p.m._** **_February 12, 2010_** **_9:00 a.m. - 4:00p.m._**

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Items to bring:
• Assignment #1:
    ○ Article "There is Reading and then there is Reading."
    ○ Printed answers to questions
• Assignment #2:
    ○ Printed completed Reading/Writing Survey and answered questions
 	
Assignment (Due at Second Face-to-Face Session)**:**
• Read pages 13-39 in *Teaching Adults: A Literacy Resource Book* and complete a KWL
• Answer questions on discussion board on ANGEL
• Apply a strategy learned in the First Face-to-Face Session with student
• Collect any informal interviewing tools and resources used with students and bring to class
• Collect at least two student essay GED writing samples and bring to class	

Interim #1
 	
Location:
• Online (ANGEL and Microsoft Live Meeting)
 	
Tasks to complete:
• Complete the feedback form on ANGEL
• Web-conferencing:
    ○ Bring KWL from the reading to the Web-conference and be prepared to discuss
    ○ Q & A on assignment
 	
Items to bring:
• Participant Binder
• All resources given at First Face-to-Face Session
	TBD

Second Face-to-Face Session **Location:** • Lexington, Holiday Inn North • Networking luncheon at 11:00 a.m., Thursday, **Learning:** • The writing process • GED Essay • Informal Interviewing • Reading/Writing Lesson Planning	***March 25, 2010*** ***12:00 p.m. -*** ***4:00p.m.*** ***March 26, 2010*** ***9:00 a.m. - 4:00p.m.***

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Resources to be given:
- Culham, R. (2006). *100 trait-specific comments: A quick guide for giving constructive feedback on student writing.* New York: Scholastic, Inc.
- Curtis, Mary E. & Kruidenier, John R. (2005). *Teaching adults to read: A summary of scientifically based research principles.* National Institute for Literacy.
- Jacobson, Erik; Degener, Sophie; Purcell-Gates, Victoria. (2003). *Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners.* National Center for the Study of Adult Learning and Literacy.
- Lyon, George Ella. (1989). *Choices.* Lexington, KY: University Press of Kentucky.
- Rylant, Cynthia. (1982). *When I was Young in the Mountains.* New York: Dutton Children's Books.

Items to bring:
- Completed KWL
- Any informal interviewing tools and resources used with students
- Two student essay GED writing samples
- Resources:
  - Participant Binder
  - Workshop Supply Kit
  - All resources given at First Face-to-Face Session

Interim #2
 	
Location:
• On the job
 	
Tasks to complete:
• Complete the feedback form on ANGEL
• Confirm coaching visit with instructor
• Participate in coaching visit:
   o Discussion
   o Modeling
   o Observation/Feedback
   o Resource Sharing
 	
Classroom Project (Due within two weeks of Culminating Event Session)**:**
• Classroom profile
• Lesson plan(s) and classroom instruction plan
• Project Evaluation/Reflection
	From April 2010 through June 2010

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Culminating Event Session	***June 11, 2010*** ***9:00 a.m. – 4:00 p.m.***

Location: Versailles KCTCS Conference Center

Learning:
- Share classroom projects
- Resource sharing
- Learning Stations

Items to bring:
- Classroom project which includes:
  - Student/Classroom profile
  - Lesson plan(s)—bring one copy for each participant
  - Classroom instruction plan
  - Project Evaluation/Reflection
  - Student work samples

- Resources:
  - Participant Binder
  - Workshop Supply Kit
  - All resources given at prior sessions

Post-Training	***Due by*** ***June 18, 2010*** ***at 11:59 p.m.***

Location: Online (ANGEL)

Tasks to complete:
- Complete course feedback form on ANGEL
- Complete post-test

Additional Resources

Billmeyer, R. & Barton M.L. (1998). *Teaching reading in the content areas: If not me, then who?* Denver, CO: McREL.

Campbell, Pat (2001). *Adult Diagnostic Reading Inventory.* Edmonton, Alberta: Grass Roots Press.

Cheatham, J. B. Colvin, R, J. & Laminack, L. L. (1993). *Tutor: A collaborative approach to literacy instruction.* Syracuse, NY: Literacy Volunteers of America, Inc.

Cromley, J. (2005). "Metacognition, cognitive strategy instruction and reading in adult literacy" in *Review of Adult Learning and Literacy.* (Vol. 5) National Center for the Study of Adult Learning and Literacy.

Ellery, V. (2005). *Creating strategic readers: Techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension.* Newark, DE: International Reading Association.

Harvey, Stephanie & Goudvis, Anne (2000). S*trategies that work: Teaching comprehension to enhance understanding.* Markham, Ontario: Stenhouse Publishing.

Johns, J. L. & Lenski, S. D. (2005). *Improving reading: Strategies and resources.* (4th ed.). Dubuque, IA: Kendall/Hunt Publishing Company.

Kelley, M. J. & Clausen-Grace, N.. (2007). *Comprehension shouldn't be silent: from strategy instruction to student independence.* Newark, DE: International Reading Association.

Kerka, Sandra. (1988). "Strategies for retaining adult students: The educationally disadvantaged." *ERIC Digest No. 76.* Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education.

Learning Disabilities Association of Minnesota. (2007). *The adult reading toolkit: A research-based resource for adult literacy.* Minneapolis, MN: author.

Marzano, R. J. , Norford, J. S. , Paynter, D. E., Pickering, D. J. & Gaddy, B. B. (2001). *A handbook for classroom instruction that works.* Alexandria, VA:. Association for Supervision and Curriculum Development.

Oczkus, Lori. (2004). *Super six comprehension strategies: 35 lessons and more for reading success.* Norwood, MA: Christopher-Gordon Publishers, Inc..

Quigley, B. Allan. (1997). *Rethinking literacy education: The critical need for practice-based change.* San Francisco, CA: Jossey-Bass.

Robb, L. (2008). *Teaching reading: A differentiated approach.* New York, NY: Scholastic Inc.

Strucker, J. "What Silent Reading Tests Alone Can't Tell You: Two Case Studies in Adult Reading Differences." *Focus on Basics,* Vol. 1, Issue B, May 1997, pp. 13-16.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers.* Portland, ME: Stenhouse Publishers.

Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12.* Portland, ME: Stenhouse Publishers.